

PARK SCHOOL – ICT POLICY

1. AIMS AND OBJECTIVES

1.1 ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

2. TEACHING AND LEARNING STYLE

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using the internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc.

2.2 We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using a teaching assistant to support the work of individual children or groups of children.

3. ICT CURRICULUM PLANNING

3.1 The school has developed a new curriculum which has been designed to support and extend pupils. Each year group has an appropriate list of objectives which need to be linked to other subjects. The class teacher can decide when and how these are going to be taught. This is reviewed annually.

3.2 We have a clear long term plan for ICT which maps out each year's objectives. This shows clear progression throughout the school. Teachers create medium term planning which shows when each objective is being taught. Short term planning is the use of ICT in other subjects across the curriculum.

4. FOUNDATION STAGE

4.1 As with the rest of the school, we teach ICT to Reception children. These lessons include 'basic skills' where children are taught to log on to the computer and other specific computer tasks and then linked to the general EYFS curriculum. The children will gain confidence in using the ICT, including cameras, and start using the computers to find and share information.

5. THE CONTRIBUTION OF ICT TO TEACHING IN OTHER CURRICULUM AREAS

5.1 ICT contributes to teaching and learning in all curriculum areas. The interactive whiteboards have been used to great effect in all subject areas. Digital cameras are used in many subjects, where video clips are used to provide feedback to children. ICT enables children to present their information and conclusion in the most appropriate way.

5.2 The ICT curriculum has been designed to link in with all subjects. Children should be encouraged to understand that ICT can be used to further their knowledge and provide them with an alternative presentation format. ICT subject leader and ICT technician provide support for all staff to achieve their learning objectives linked to all subjects.

6. TEACHING ICT TO CHILDREN WITH SPECIAL NEEDS

6.1 At Park School we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, we take into account the targets on the children's target sheets.

7. ASSESSMENT AND RECORDING

7.1 Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. Teachers will keep a record of the learning objectives achieved or working towards which will be passed onto the future teachers.

7.2 Teachers will keep some examples of the children ICT work on shared drive. The ICT subject leader will review examples of work.

8. MONITORING AND REVIEW

8.1 The monitoring of ICT will be ongoing throughout the year with the curriculum being tweaked when appropriate. The quality of the ICT teaching is the responsibility of the ICT subject leader. The ICT subject leader, with the ICT technician, are responsible for supporting colleagues in the teaching of ICT, keeping informed about current developments in the subject and providing strategic lead and direction for the subject in the school.